# Scrambled Eggs™

## LESSON PLAN

**Objective:** To provide the child opportunity for exercise in the following skill areas: analyzing clues, making inferences, experimenting with solutions, detecting number and letter patterns.

### Motivational Activity:

Explain that the child will play a game called ''Sherlock'' and that he / she will utilize clues and skill to solve a mystery. Write four numbers between 0 and 9 on the chalkboard. Cover the numbers with pieces of paper.

The child will guess the numbers under the paper. Write each set of guesses underneath. Let the child know how many numbers are correct and how many positions are correct. Record that information to the side. Do not erase anything until the game is over. The child should use those clues and other trial and error attempts to determine each number in its position.

### Developmental Activity:

Introduce Worksheet # 1, Eggsact Answers. The child will use the written clues to determine the numbers on nine eggs. Schedule 20 minutes of computer time for a pair of students to work with the Scrambled Eggs™ program. Encourage the students to work together to solve each puzzle. Set up a class schedule so that subsequent pairs of students can work with Scrambled Eggs™. Encourage the children to check off the appropriate box on their progress charts as they complete each activity.

Vary the game ''Sherlock'' by positioning four numbers, 0 to 9, under the pieces of paper. This time, tell the child the sum of the row of numbers. Proceed with the game as before, recording guesses and revealing the amount of numbers correct and the number of correct positions.

Through Worksheet # 2, Addition Eggsellence, the child must determine the positions of numbers in specific equation patterns. Worksheet # 3, Position Is Everything, extends thinking skills to the realm of language arts. Letter positions must be manipulated to form new words.

### Culminating Activity:

Organize the class in small groups of 3 or 4 children. Each group will hide a ''treasure'' somewhere in the room. The ''treasure'' could be a message or a new supply of pencils or pens. The groups will draw up a list of clues or a treasure map which will lead treasure hunters to its whereabouts. Allow a few 20 minute time periods for group work. When all projects are finished, the groups should exchange materials and search for each other's treasures.

### SOLUTIONS

**# 1 Eggsact Answers**

| | | |
|---|---|---|
| 3 | 2 | 9 |
| 4 | 1 | 8 |
| 5 | 6 | 7 |

**# 2 Addition Eggsellence**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | TOP | | | | | |
| | | 1 | 6 | 5 | | | | |
| | | | 4 | | | | | |
| | | 3 | 2 | 7 | | | | |
| | RIGHT | | | | | LEFT | | |
| | 1 | | | | 4 | 9 | 2 | |
| 4 | 3 | 2 | | | 3 | 5 | 7 | |
| | 5 | | | | 8 | 1 | 6 | |

**# 3 Position Is Everything**

| | | |
|---|---|---|
| hood | pear | core |
| food | fear | corn |
| fool | feat | torn |
| pool | seat | turn |
| face | home | hear |
| race | hole | tear |
| rack | role | team |
| jack | robe | beam |

Super Job!

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